

Lesson Plan Rubric (10 points)

Criteria:

1. Standards are relevant (1point)

State and national standards selected for the lesson are relevant. They address both content and processes of learning mathematics. (1 point)

Selected Standards may not all be relevant to the lesson. They may only address content or process (0.5 points)

Selected standards have no relation to the lesson. Only address content or process. OR may be missing. (0 points)

2. Objectives (2 points)

Stated objectives are concrete, measurable, and on target for the chosen standards. One or more address higher order cognition (2 points)

Most stated objectives are concrete, measurable, and on target for the chosen standards.

May not address higher order cognition (1 point)

Most objectives are not appropriate for the lesson. No higher order cognition is addressed OR objectives are absent (0 points)

3. Learning environment is inclusive (1 point)

Lesson develops an inclusive learning environment through at least one method of differentiating instruction, one method of modifying tasks, and one plan for physically organizing the classroom (1 point)

One of the above environmental factors is missing (0.5 points)

More than one of the above environmental factors is missing (0 points)

4. Plans for appropriate roles of self (and students) in the L. E. S. method. (4 points)

The plan clearly follows the L.E.S. model and promotes active engagement and discovery of and by the students. Each phase of the plan has a set of at least three appropriate questions that the teacher will use to prompt student thinking. (3-4 points)

The plan attempts to follow the L.E.S. model, but the students may not be actively figuring things out on their own or there are components missing in other phases, such as no adequate challenge is being posed in the launch phase. The plan may not have adequate or less than three questions in each phase. (1-2 points)

The plan does not follow the L.E.S. model and/or may not have appropriate questions included (0 points)

5. Develops an assessment plan that addresses the stated objectives (2 points)

The plan identifies how and what type(s) of assessment will take place during each of the three phases of instruction in the L.E.S. model. The assessment clearly links to the stated objectives and focuses on measurable outcomes (2 points)

The plan identifies assessments for two of the three phases in the L.E.S. model. The assessment links back to some of the objectives but not all stated. (1 point).

The plan addresses assessment in only one phase of the L.E.S. model and does not address the stated objectives. (0 points)